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ABSTRACT

Enrollment patterns for campuses belonging to the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges are reported. A total of 473 colleges (85% response rate) provided estimates of enrollments expected for fall 1985. Attention is directed to enrollment trends for undergraduate and graduate students, first professional students, and first-time freshmen. Regional enrollment trends are also reported. Enrollment is analyzed in the context of other trends affecting higher education: an aging population, growth of minority groups, academic preparation of students for college, and employment patterns. Employment data for 1984-1985 are included on: the fast growing technician occupations for 1984-1985 (number of paralegal personnel, computer programmers, engineering, and medical records technicians); and number of teaching positions at the elementary, secondary, college, adult education, and vocation education levels. Trends in selected research occupations and professional fields are also reported. Another area of consideration is enrollment trends and conditions at historically public black colleges and universities that are members of the Office for the Advancement of Public Black Colleges. Data are reported for the total sample and for individual institutions. (SW)

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Public, Four-Year Colleges and Universities:

A Healthy Enrollment Environment?

by

Meredith Ludwig
Gail Latouf

Office of Association Research
American Association of State Colleges and Universities
Washington, D.C.

In Cooperation With:

Garven Hudgins
Bob Aaron
Kathy Namsick

Office of Communications Services
National Association of State Universities and Land-Grant Colleges
Washington, D.C.

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PREFACE

Public, Four-Year Colleges and Universities: A Healthy Enrollment Environment? is a joint project of the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC). These organizations represent 90 percent of the nation's publicly assisted, four-year institutions of higher education.

These data were collected as part of the early fall enrollment survey, which was initiated by the Association Council for Policy Analysis and Research (ACPAR) and the American Council on Education (ACE) due to a lack of timely estimates each fall about enrollments in all sectors of higher education. The continued collection of data (surveys were begun in 1983) is now permitting participating higher education associations to describe overall enrollment trends in various categories of attending students.

Although the data reported in this publication are estimates of what the institutions expected during fall 1985, the response was strong enough--about 85 percent--to ensure that estimates are reliable.

Nearly 370 colleges and universities, enrolling 2.6 million students, are AASCU members. According to the National Center for Education Statistics classification of degree-granting emphasis, currently, 60 percent of AASCU institutions are comprehensive universities; 29 percent are general baccalaureate institutions with primary emphasis on undergraduate education, and 5 percent are doctoral-level institutions. AASCU members grant more than a quarter-million bachelor's degrees annually--approximately 31 percent of the nation's total--about 27 percent of the master's degrees awarded each year, and 5 percent of doctoral degrees.

NASULGC, the nation's oldest higher education organization, represents 149 research institutions. NASULGC-member campuses enroll 2.2 million students and include twenty-four of the nation's largest colleges, universities, and multicampus systems of higher education. NASULGC members award nearly half of all higher education degrees, including 36 percent of all bachelor's, 39 percent of all first-professional, 44 percent of all master's, and 65 percent of all doctoral degrees.

This report details enrollment patterns--separately and combined--for AASCU and NASULGC-member campuses. The study addresses enrollment trends for undergraduate and graduate students; first-professional school students; and first-time freshmen. It also includes information on regional enrollment trends. Much of the study analyzes enrollment in the context of other trends affecting higher education: an aging population, growth of minority groups, academic preparation of students for college, and employment patterns. A special section discusses enrollment trends and conditions at historically public black colleges and universities, which are members of the Office for the Advancement of Public Black Colleges (OAPBC).

AASCU and NASULGC hope this report will be useful to the academic community, government leaders, and others in understanding current trends and conditions in the nation's public, four-year institutions of higher education.

Allan W. Ostar
President
AASCU

Robert L. Clodius
President
NASULGC

TABLE OF CONTENTS

Preface iii

Findings 1

Table I: Estimated Enrollments and Percentage Change--Fall 1985 Public, Four-Year Colleges and Universities 3

Table II: Estimated Enrollments, Percentage Change--Fall 1985 AASCU and NASULGC Comparison 4

Table III: Percentage Change: Part-Time and Full-Time Students AASCU and NASULGC Comparison--Fall 1985 5

Table IV: Percentage Change: First-Time Freshmen By Geographic Region--Fall 1985 6

Table V: NCES Institution Classification: Percentage Change in Major Categories--Fall 1985 6

Enrollment Trends: Key Questions 7

Aging Students 7

Minority Groups and Educational Trends 9

Academic Preparation 10

Employment Outlook 11

Graph I: Fastest-Growing Technician Occupations, 1984-95 13

Graph II: Selected Teaching Professions, 1984-95 14

Graph III: Selected Research Occupations, 1984-95 15

Graph IV: First-Professional Occupations, 1984-95 16

Special Analysis: Historically Public Black Colleges 17

Findings 17

Table VI: Estimated Enrollments, Percentage Change: Fall 1985--HPBCs/Other Public Colleges and Universities in the "Adams States" 18

Factors Affecting HPBC Enrollment Patterns 19

Conclusion: Changes in Mission Required? 22

Cited References 23

Additional References 24

Appendix A:

AASCU Respondents 25

Appendix B:

NASULGC Respondents 36

Appendix C:

Nonmember Respondents 42

Appendix D:

States in Each Regional Category 46

Fall 1985 Estimated Student Enrollments at Public, Four-Year Colleges and Universities

FINDINGS

Total Estimated Enrollment

Public, four-year colleges and universities enrolled an estimated 5.2 million students at the start of the 1985-86 academic year, with a slight decrease estimated in the actual number of students, compared with fall 1984.

AASCU Institutions' Enrollments

AASCU institutions enrolled an estimated 2.6 million students at the start of the 1985-86 school year, a 1-percent decrease from 1984-85. Full-time student enrollments totaled about 1.7 million--a 3-percent decrease, while these campuses enrolled an estimated 905,763 part-time students--a 3-percent increase.

NASULGC Institutions' Enrollments

NASULGC institutions enrolled an estimated 2.2 million students at the start of the 1985-86 school year, a 1-percent increase from 1984-85. Full-time student enrollments totaled about 1.7 million--an increase of less than 1 percent, while these campuses enrolled an estimated 504,801 part-time students--a 2-percent increase.

"Early-Bird" Trends

While an expected growth in part-time students--3 percent--was confirmed in the 1985-86 "early-bird" enrollment survey by the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC), the canvass also turned up an unanticipated, 3-percent hike in first-time/full-time freshman students.

Graduate and Professional Students

Key trends pinpointed in 1984 continued in 1985: full and part-time graduate-student enrollments increased--1 and 5 percent, respectively--while full and part-time, first-professional student enrollments dropped 1 and 5 percent, respectively.

Full-Time Freshmen

Full-time freshman students, enrolling in college for the first time, increased from 1 to 16 percent in states constituting the Mideast, Great Lakes, Southeast, Southwest, and U.S. territories. Full-time/first-time freshman enrollments decreased in New England (9 percent) and the Rocky Mountain states (12 percent) but were stable in the Plains and Far West states.

Part-Time Students

The influx of part-time students at all categories of institutions was responsible for the general stability in student enrollments. The group of colleges and universities that are primarily bachelor's degree granting campuses posted a 7-percent hike in total part-time students and a 5-percent increase in part-time/first-time freshmen.

Historically Public Black Colleges

Among the nation's thirty-five historically public black colleges, which enroll almost 130,000 students, the AASCU-NASULGC survey revealed an overall 3-percent enrollment increase. Full-time student enrollments climbed 8 percent, but the number of part-time students decreased 13 percent, which may be attributed to the geographic location of these institutions.

Table I

Estimated Enrollments and Percentage Change--Fall 1985
Public, Four-Year Colleges and Universities

Enrollment Categories	Estimated Enrollment	Percent Change
FULL-TIME STUDENTS		
Total	3,583,563	-1%
Undergraduates	3,120,937	-2%
Graduate Students	312,983	+1%
First-Professional	102,471	-1%
First-Time Freshmen	641,688	+3%
PART-TIME STUDENTS		
Total	1,569,828	+3%
Undergraduates	873,098	+3%
Graduate Students	458,874	+5%
First-Professional	4,796	-5%
First-Time Freshmen	65,392	-6%
Grand Total	5,153,391	stable

EDITOR'S NOTE: Out of the 572 institutions surveyed, 473 colleges and universities responded. Estimates in each category were calculated separately to attain the 1985 enrollments for the entire population surveyed. The same three data sources were used for estimations: the population data (1984), the respondents' reported data (1984), and the respondents' reported data (1985).

As readers can see from the table, the estimates for Total Full-Time and Total Part-Time students can be added together to obtain the Grand Total. However, since the category of Unclassified Students has been left off the table, if the numbers for Undergraduate, Graduate, and First-Professional students are added together (whether for full-time or part-time students) they will be slightly less than the totals shown for either of those categories (full or part-time).

Also note that in categories with relatively small numbers the percentage change from 1984 to 1985 will appear more dramatic. For example, the part-time/first-professional category, with an actual drop of 235 students, shows a 5-percent decrease. Full-time undergraduates, on the other hand, decreased only 2 percent, with a drop of 55,663 students.

Table II

Estimated Enrollments, Percentage Change--Fall 1985
AASCU and NASULGC Comparison

Enrollment Categories	AASCU Estimated Enrollment	AASCU % +/-	NASULGC Estimated Enrollment	NASULGC % +/-	Nonmembers* Estimated Enrollment	Nonmembers* % +/-
FULL-TIME						
Total	1,666,015	-3%	1,709,577	+0%	207,971	-0%
Under-graduates	1,554,488	-3%	1,404,175	+0%	162,274	-1%
Graduate Students	78,248	-1%	219,511	+1%	15,224	+4%
First-Professional	9,333	-0%	65,577	-3%	27,561	+2%
First-Time Freshmen	326,526	+0%	284,915	+5%	30,247	+3%
PART-TIME						
Total	905,763	+3%	504,801	+2%	159,264	+5%
Under-graduates	523,971	+2%	235,352	+4%	113,775	+5%
Graduate Students	260,834	+7%	168,518	+3%	29,522	+8%
First-Professional	1,645	-4%	2,189	+3%	962	-19%
First-Time Freshmen	40,523	-5%	18,480	-11%	6,389	-0%
Grand Total	2,571,778	-1%	2,214,378	+1%	367,235	+2%

EDITOR'S NOTE: Out of 572 institutions surveyed, 473 colleges and universities responded. Estimates in each category were calculated separately to attain the 1985 enrollments for the entire population surveyed. Three data sources were used for all estimations: the population data (1984), the respondents' reported data (1984), and the respondents' reported data (1985).

As readers can see from the table, the estimates for Total Full-Time and Total Part-Time students can be added together to obtain the Grand Total. However, since the category of Unclassified Students has been left off the

table, if the numbers for Undergraduate, Graduate, and First-Professional students are added together (whether for full or part-time students) they will be slightly less than the totals shown for either of these categories (full or part-time).

Note that in categories with relatively small numbers, the percentage change may be more dramatic. For example, the nonmember, part-time, first-professional category--with an actual drop of 219 students--shows a 19-percent decrease, while the NASULGC grand total climbed 1 percent, with an increase of 11,660 students.

* Nonmembers: Public, four-year institutions of higher education that are not AASCU or NASULGC members such as the U.S. Military Academy, Medical College of Ohio, and the Puerto Rico Conservatory of Music.

Part-Time Students

Four-year public colleges and universities showed a 1-percent decrease in undergraduate enrollments and a 3-percent increase in graduate student enrollments. However, all association categories showed increases in undergraduate and graduate part-time students.

Table III

Percentage Change: Part-Time and Full-Time Students--Fall 1985
AASCU and NASULGC Comparison

Membership	Undergraduates		Graduates	
	Full-Time	Part-Time	Full-Time	Part-Time
AASCU	-3%	+2%	-1%	+7%
NASULGC	Stable	+4%	+1%	+3%
Nonmembers	-1%	+5%	+4%	+8%

First-Time Freshmen: Regional Trends

Full-time/first-time freshman enrollment increased in five out of nine regions of the United States and remained stable--with slight increases--in two regions. Part-time/first-time freshman enrollment decreased in four out of nine regions and increased in five regions.

Table IV

Percentage Change: First-Time Freshmen by Geographic Region--Fall 1985
AASCU, NASULGC and Nonmembers Combined

Region	Full-Time	Part-Time
New England	-9%	+4%
Mideast	+16%	-24%
Great Lakes	+2%	+2%
Plains	Stable (+)	-8%
Far West	Stable (+)	+5%
Southeast	+3%	+1%
Southwest	+1%	-11%
Rocky Mountains	-12%	-5%
Outlying (Trust Territories)	+5%	+7%

EDITOR'S NOTE: See Appendix D for list of regions and states.

National Center for Education Statistics Classification

Regardless of the category of degree-granting institution (National Center for Education Statistics designations referring to the number of doctorates, masters, and bachelor degrees awarded each year by an institution), total part-time student enrollments increased.

In the area of first-time freshmen, however, there were three out of four categories of institutions that experienced decreases at the part-time level.

Table V

NCES Institution Classification:
Percentage Change in Major Categories--Fall 1985
AASCU, NASULGC, and Nonmembers Combined

NCES Category	Total Full-Time Students	Total Part-Time Students	First-Time Freshmen Full-Time	First-Time Freshmen Part-Time
Doctoral	Stable (-0)	+3%	+5%	-6%
Comprehensive	-1%	+2%	+2%	-4%
Baccalaureate	Stable (-0)	+7%	-6%	+5%
Specialized	-2%	+2%	-5%	-5%

ENROLLMENT TRENDS: KEY QUESTIONS

During the past three years, there has been considerable research and data analysis on issues affecting enrollment changes and the composition of student populations. Some of these findings, as they affect enrollments in public, four-year colleges and universities, are summarized in this report.

This report addresses five key questions about future enrollment trends:

1. What is the age of the typical college student, and will that change?

2. What will be the attitudes of various minority groups toward higher education and will their participation rates increase?

3. How will changes in the labor market affect student participation in higher education?

4. How will efforts to upgrade and reform secondary school academic programs affect future enrollments at colleges and universities?

5. Will economic, demographic, and social changes change the mission of public colleges and universities?

Aging Students

As the calendar closes in on the 21st century, forecasters are anticipating two key population patterns for the year 2000:

o U.S. Population--30 percent will be under age twenty . . . 50 percent will be at age thirty-five.(4)

o Higher Education Population--50 percent of students will be over age twenty-five . . . 20 percent of students will be over age thirty-five.(19)

U.S. higher education experienced unprecedented growth from the mid-1960's to 1975 as the pool of traditional college-age Americans increased. Enrollment rates held fairly steady for a few years after 1975 until an influx of adult students--primarily women--triggered another enrollment surge, resulting in a peak collegiate enrollment of 12.5 million students in 1983.(1)

The enrollment rate for older students doubled from 1970 to 1983, climbing from 2.4 million to 5.0 million students. This trend is expected to continue, with an estimated 5.7 million older students enrolling in colleges and universities by 1993--a 13-percent enrollment boost from 1983 to 1993.(1)

"Baby Boomers"

A declining birth rate and the aging of the post-World War II "baby boom" generation is credited for the nation's "graying" student population. In the decade spanning 1983 to 1993 it is expected that the 18-24 year-old group will shrink by 18 percent.(1)

Currently, only about 2 million students out of the nation's total of approximately 12 million college students can be called "traditional": between

the ages of 18-22 years, attending college full-time, and living on campus.(1)

Older students tend to lead "crowded" lives, juggling work, family, and educational responsibilities. They attend school generally on a part-time basis, enrolling in credit and noncredit courses. The effect of adult students on higher education: an increase in part-time and graduate enrollments--as professionals return to school for retraining, recertification, and other job-related purposes. By 1993, the nation's student body is expected to look like this:

o Full-Time Enrollment--An anticipated 18-percent decrease in the wake of a 25-percent increase posted between 1970 and 1983.(1)

o Part-Time Enrollment--An expected 8-percent increase, which follows an 88-percent jump between 1970 and 1983.(1)

AASCU/NASULGC surveys substantiate that these trends have been slowly at work for the past three years. While the number of undergraduates in higher education as a whole is expected to drop 8 percent, a 6-percent increase is predicted for graduate enrollments, while first-professional students are anticipated to increase 4 percent by 1993.(1) First-professional students had been decreasing over the past two years.

Impact of Adult Students

The enrollment spotlight is focusing on adult students as a prospective group which could help offset a decline in traditional college-age students. However, no consensus has formed on precisely what effect this group will have on higher education. In fact, some researchers feel that this group of students will not maintain itself as a strong source of enrollments for long, however, unless the tendency to enroll increases overall within this population of adult participants.

Two issues are complicating analyses of the adult student population:

o Researchers use varying definitions of the type of learning that constitutes adult participation in higher education.(2)

o There is a wide range and a large number of postsecondary education sources, many of which have not yet been identified for the purpose of counting adult participants.(2)

H.L. Hodgkinson estimates that about 50 percent of the U.S. population participates in some form of postsecondary education, of which 12 million people attend colleges and universities. However, Hodgkinson believes that this number will decrease as college and university enrollments fluctuate and other sources of continuing and adult education grow.(3)

The growth of adult education is affecting administration, personnel services, and other college and university operations. While campuses have tried to interest adult learners in credit and noncredit offerings, Hodgkinson points out that a "second system" of postsecondary education is serving the majority of adult learners.(3,4) This "second system" is composed of labor union educational colleges, proprietary institutions, community education

centers, government, military, business, and public service agencies.(3,4,5)

"Second System" of Postsecondary Education

This "second system" of postsecondary education spends as much as the total investment in colleges and universities combined--more than $60 billion in 1982.(4)

For example, about 400 corporations have "in house" education and training programs for employees; the Graduate School of the U.S. Department of Agriculture enrolls about 12 million students, roughly equal to that of all U.S. colleges and universities, and American Telephone and Telegraph (AT&T) earmarks about $1.7 billion annually for employee education and training.(4)

If the diverse second system of postsecondary education continues to have wide appeal to adult learners, colleges and universities may not be able to maintain their stable-to-slightly increasing enrollments over the next decade.(3,4)

Data indicate, for example, that working adults--age twenty-five and older--pursuing vocational education for credit are more likely to turn to a second-system provider than to a college or university. Although vocational enrollments are higher at colleges and universities than at second-system providers--2 million students versus 1.3 million students--older individuals are more likely to opt for postsecondary education at the latter rather than the former.(5)

Sixty-one percent of students in higher education vocational programs are in the 16-24 age group. The ratio of ages for noncollegiate--or second-system--participants is 39 percent between ages 16-24 but climbs to 61 percent for those of age twenty-five or older. Thirty-two percent of the college-going group are employed full-time, while 53 percent of those in the noncollegiate group hold down full-time jobs.(5)

Minority Groups and Educational Trends

While the U.S. population is aging, birth rates among minority groups are surging. Consequently, the U.S. population mix will consist of an aging white population and several youthful minority groups.(3) The effect of this trend on higher education enrollments is difficult to predict.

Hodgkinson reports a "minority majority in all of the ten largest city public school systems" and the possibility within a decade of "minority majorities in the public school systems of ten states."(3)

However, the picture for higher education enrollments appears gloomy when two factors are considered: high school dropout rates and the proportion of eligible college-bound minority students. Current high-school dropout rates are: 14 percent for whites, 24 percent for blacks, and 40 percent for Hispanics. College participation rates for eligible minority students reveal an 11-percent drop for blacks and a 16-percent decrease for Hispanics from 1979 to 1982--despite a percentage increase in the high school graduation rate

for these groups.(3) Data on degrees granted show black females increasing their share at every level except the masters at a disproportionately higher rate than black males.(12, 16)

Attention is being focused on encouraging and better preparing minority students for higher education. Many exemplary programs have been put in place in high schools to help these students ready for college and others have been implemented to assist minority students already in college. But a key problem remains: the increasing cost of higher education.

Poverty and Children

Poverty is on the rise in the United States. Currently, 50 percent of poor Americans are children--and this trend is expected to continue as birth rates climb disproportionately among low-income groups.(3) Recent data zeroing in on student aid recipients reveal two trends: an increase in the percentage of students from families with adjusted gross incomes of more than $30,000 annually(8) and a marked change in the aid mix used by students to finance their education.(8)

Students, in general, are receiving fewer aid dollars from assistance programs administered by the U.S. Department of Education. Consequently, low-income students--students with family incomes of less than $15,000 a year--paid an average of 50 percent of their college costs through loans, employment, and family savings.(6, 7) Taking into consideration the difficulty of obtaining loans and the lack of savings among low-income families, students from low-income backgrounds may be opting out of higher education.(6) The data indicate, in fact, that more students in a higher economic category are attending colleges and universities than in previous years.(8) Data from the 1985 Cooperative Institutional Research Program (CIRP) survey of full-time college freshmen shows an increase in the use of state student aid funds.(8) But it is possible that state budgets will not be able to sustain increases in scholarship aid at public institutions of higher education if budget cutbacks force a decrease in federal aid programs.

Academic Preparation

Full-time freshmen entering public colleges and universities in 1985 were better prepared academically--more were in the top 20 percent of their high school classes--than their counterparts in 1984.(8) Educational reforms are seemingly beginning to affect the quality of students enrolling in colleges and universities, particularly state-assisted institutions.

A majority of states have increased admissions standards at state colleges and universities. Results of these actions are reflected in higher Scholastic Aptitude Test (SAT) and American College Testing (ACT) scores and the growing numbers of students who are entering college with more academic courses in key subject-matter areas, such as mathematics and science.(5)

States Act to Upgrade Academic Standards

State actions to spur the academic preparation of students for college include:

o Competency testing is gaining support in various states. The Associated Press reported in 1985 that thirty-nine states require all students to pass minimum competency tests of basic skills.(10) Twenty states require students to pass high school proficiency examinations as a condition for graduation.(5)

o Four states recommend a minimum curriculum--and twelve are working on requirements or recommendations for high school curriculum standards.(5)

o Five states require a prescribed pattern of high school coursework for entrance into public colleges and universities.

o Eight states report requiring satisfactory scores on college admissions tests for entering freshmen.(9)

o Seven states use only one criterion for admission: minimum grade-point average, class rank, high school coursework, or a sliding scale of these variables.(9)

o Just nine states in 1984-85 required only a high school diploma--or its equivalent--from in-state students applying for admission to public colleges and universities. Seven of these states restrict individual campuses from imposing requirements.(9)

Campus Effects of Educational Reforms

Efforts to upgrade the academic preparation of students for college have several implications for institutions of higher learning:

o Overall improvement in student skills eventually could eliminate the need for comprehensive remedial programs.

o Increased competition for able students.

o Reexamination of campus missions as some institutions begin to serve different types of students.

o A group of students might be lost to public institutions that otherwise might have benefitted from higher education.

Employment Outlook

The prospect of landing "good jobs" is often a big incentive for students to pursue college degrees. A 1985 survey reported that 84 percent of full-time freshmen attending AASCU-type campuses believed that getting a "good job" was a very important reason to attend college.(8)

The number of college graduates entering the work force increased substantially during the 1970's--supply outstripped demand.(3) However, job-market projections reported in "Occupational Employment Projections: The 1984-1985 Outlook" (Monthly Labor Review, November, 1985) point to an employment market favorable to college graduates.(11)

Jobs and Higher Education

Employment trends(3,4,11) that could affect future higher education enrollments include:

o Many occupations requiring a college degree will post faster growth rates between 1984 and 1995 than the 15 percent aggregate average expected for all occupations.

o One job in four--between 1984 and 1995--will require a college degree. This compares favorably with a 1982 U.S. Bureau of Labor Statistics report that one worker in four was a college graduate.

o Entry-level positions, requiring college degrees, will be increasing in number. Reasons: Normal occupational growth rates and as the work force ages--and the college-age cohort decreases--greater demand will be triggered for new college graduates.

o Three broad job groups with the largest percentage of occupations calling for college degrees are expected to grow at faster-than-average rates over the next decade: Executive, Administrative, and Managerial--a 22-percent increase; Professional Specialties--a 22-percent boost; Technicians and Related Support Workers--a 29-percent hike.

o "Strongest future growth" during and after the next decade is expected in computer and health-related occupations.

Cautions Cited

Two cautions should be considered in examining data projecting occupation and employment trends:

1. The growth rate (percent change) and the growth (number of new jobs generated) are different measurements.

The growth rate represents proportional growth and provides a standard measurement to compare occupations.

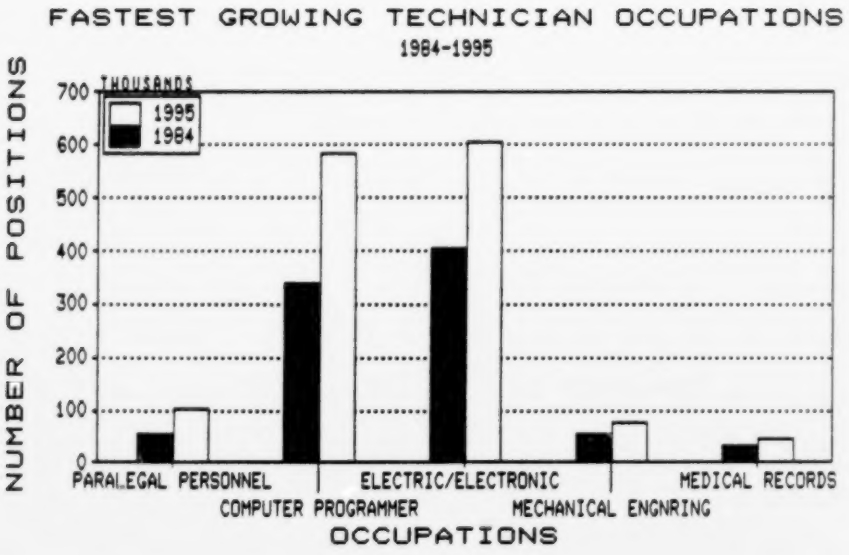
Growth measures the actual number of new positions. It is calculated using the 1984 base number of positions for each occupation.

2. Industry growth rate and growth are used as the main predictors of future job opportunities. However, replacement needs and the supply of qualified workers for a given occupation also may play important roles in determining which occupations will promise optimal employment opportunity.

***

NOTE: The data source used to create the following graphs is the U.S. Bureau of Labor Statistics. See (11) under Cited References.

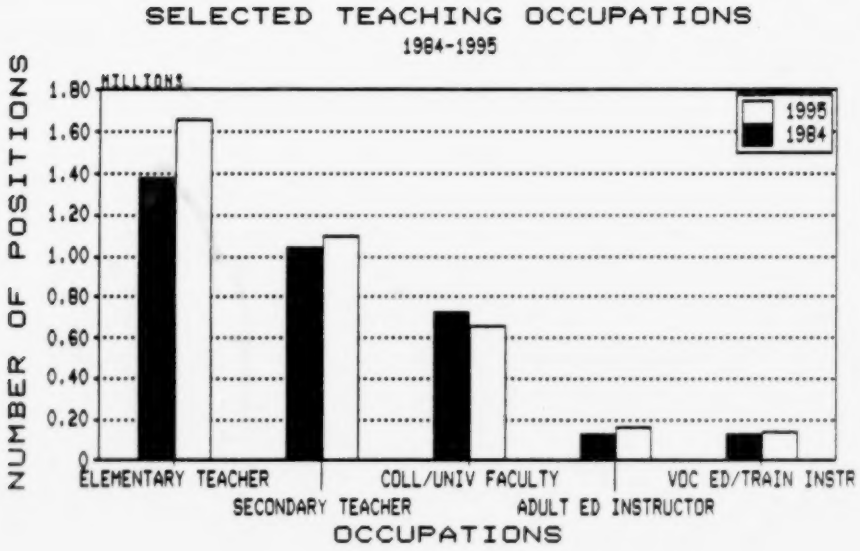
Graph I



GROWTH RATE: Overall--29 percent . . .

FACTORS: Expansion of fields with large numbers of technicians--paralegal, personnel, computer programmers . . . use of technicians to trim operating costs . . . advanced-technology breakthroughs boosting demand for skilled support workers . . .**(11)**

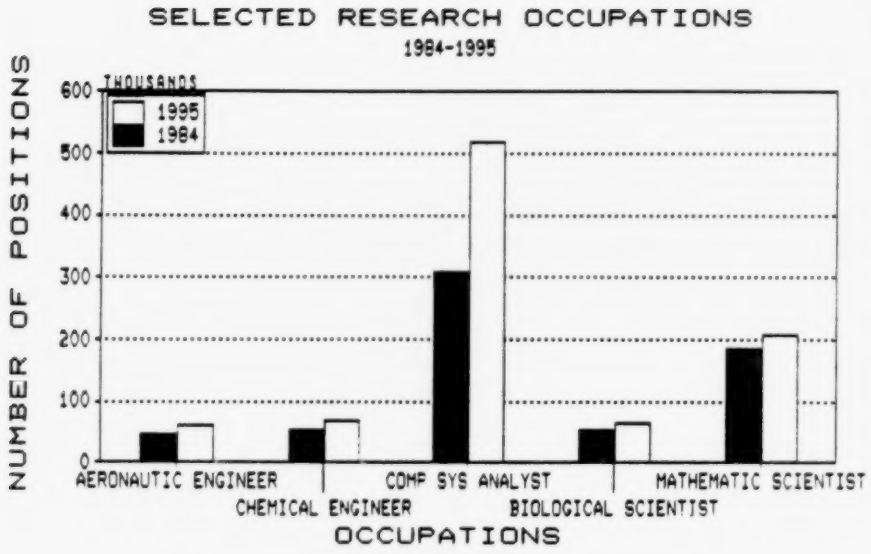
Graph II



GROWTH RATE: Elementary--20 percent . . . Secondary--5 percent . . . Higher Education--negative 11 percent . . . Adult Education--26 percent . . . Vocational Education--11 percent . . .

FACTORS: Age demographics of students is key factor . . . Improved teacher-student ratio at elementary/secondary school levels . . . Rising trend: adults seeking additional education . . .despite negative growth rate until 1995, replacement needs for college and university faculty, due to aging of current faculty, could create large demand after 1995 . . . (11)

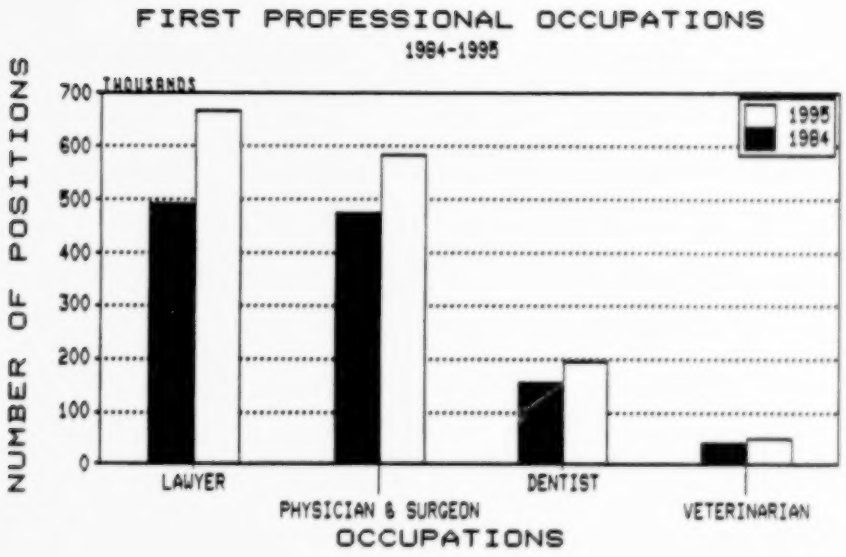
Graph III



GROWTH RATE: Leaders--Natural, Computer, and Mathematical Sciences--40 percent . . . Engineering--35 percent . . .

FACTORS: Advanced-technology developments . . . research in drugs, food products, medical/biological technology . . . demand for sophisticated statistics and mathematical modeling . . . (11)

Graph IV



GROWTH RATE: Faster-than-average for all occupations, requiring first-professional degrees . . . Example: Lawyers--36 percent . . .

FACTORS: Increased awareness/use of law . . . projected growth rate of "health" industry . . . overall demand for professionals . . .

HISTORICALLY PUBLIC BLACK COLLEGES

Thirty-five historically public black colleges (HPBCs)--belonging to AASCU/NASULGC's Office for the Advancement of Public Black Colleges (OAPBC)--are located in the "Adams States" in a reference to a federal court order, mandating development of desegregation plans for their higher education systems. The "Adams States" are: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Missouri, Mississippi, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

All 35 HPBCs were included in the 1985 AASCU/NASULGC enrollment survey. This special analysis section focuses on these questions:

o How are the HPBCs faring, compared with all other public campuses?

o How do enrollments at the HPBCs compare with those at other public institutions in the "Adams States"?

Findings

HPBCs and All Public, Four-Year Colleges and Universities

Estimated total enrollments at HPBCs--129,139 students--rose 3 percent, while overall enrollments at public, four-year campuses remained stable with a slight decrease.

Full-time student enrollments at HPBCs climbed 8 percent, compared with a 1-percent decrease in full-time students overall at public, four-year institutions.

Part-time student enrollments decreased 13 percent at HPBCs. On the other hand, all public, four-year colleges and universities experienced a 3-percent increase in part-time students.

HPBCs and Other Public Institutions in the "Adams States"

In comparison with a 3-percent rise in total enrollments at HPBCs, total enrollments remained stable with a slight increase at other public colleges and universities in the "Adams States."

While full-time student enrollments at HPBCs climbed 8 percent, full-time enrollments at other public institutions in the "Adams States" dropped 1 percent.

And, in comparison with a 13-percent drop in part-time enrollments at HPBCs, part-time enrollments at other public colleges and universities in the "Adams States" rose 2 percent.

Table VI

Estimated Enrollments, Percent Change: Fall 1985
HPBCs/Other Public Colleges and Universities in the "Adams States"

Enrollment Categories	HPBCs Estimated Enrollment	HPBCs Percent Change	Other Estimated Enrollment	Other Percent Change
FULL-TIME				
Total	101,623	+8%	1,451,210	-1%
Undergraduates	94,173	+6%	1,285,432	-0%
Graduate Students	3,896	+4%	112,289	+0%
First-Time Freshmen	22,313	+3%	268,144	+3%
PART-TIME				
Total	27,516	-13%	609,911	+2%
Undergraduates	14,743	-19%	312,787	+1%
Graduate Students	7,942	-6%	191,357	+4%
First-Time Freshmen	1,912	-41%	27,329	+1%
Grand Total	129,139	+3%	2,061,121	+0%

NOTE: Only AASCU and NASULGC-member institutions were used in this comparison.

EDITOR'S NOTE: Out of 35 HPBCs and 202 other public institutions surveyed in the "Adams States," 27 HPBCs and 173 other public institutions responded to the survey. Estimates were calculated to obtain the 1985 population estimates for these groups separately for each category. The same three sources of data were used: the population data (1984), the respondents' reported data (1984), and the respondents' reported data (1985).

As readers can see from the table, the estimates for Total Full-Time and Total Part-Time students can be added together to obtain the Grand Total. However, since the categories of Unclassified and First-Professional students have been left off the table, if the numbers for Undergraduate and Graduate students are added together (whether for full or part-time students) they will be slightly less than the totals shown for either of these categories (full or part-time).

Note again that small changes in actual numbers of students will mean

dramatic percentge changes when categories have small numbers of students. For example, HPBC first-time/part-time freshmen, with an actual drop of 1,318 students, shows a 41-percent decrease; while total part-time students at other public institutions climbed 2 percent due to an increase of 10,423 students.

Factors Affecting HPBC Enrollment Patterns

According to the literature about HPBCs, six factors may play pivotal roles in influencing enrollment patterns at HPBCs: desegregation mandates and policies, keen competition among universities for the most qualified black students, increased college admission requirements, decreases in black family income, cutbacks in federal student aid programs, and the lack of adequate support to develop and maintain highly competitive academic programs.

The findings of this enrollment survey show an overall increase in enrollments for HPBCs. The AASCU/NASULGC data base used for this report contains only 1984 and 1985 data. It will be important to monitor HPBC enrollment patterns over the next few years to determine if any changes, related to the following factors, do occur.

o **Desegregation**--The judicial order mandating desegregation of public higher education grew out of Adams v. Califano (1970), a case in which the U.S. Department of Health, Education, and Welfare (HEW) was challenged to enforce Title VI of the 1964 Civil Rights Act.(12,13) In April 1977, HEW ordered the states which have HPBCs to submit five-year desegregation plans by September 1977.(13)

Selected HEW guidelines for state higher education desegregation plans included(13):

1. Definition of the role of HPBCs in each state system.

2. Designation of enhancement programs for HPBCs.

3. Elimination of program duplication by HPBCs and other institutions.

4. Placement of emphasis on establishment of new programs at HPBCs.

5. Planned annual increases in black student enrollments at majority institutions.

6. Pursuit of the goal of improving the white/black ratio of graduates from state system institutions.

Although desegregation plans vary among states, some basic programs and policies have been developed. For example, public colleges and universities have received state funds and personnel to recruit underrepresented students. In cooperation with the states, HPBCs and majority institutions have set goals for minority recruitment, with progress monitored annually.(14)

Special efforts have been launched to strengthen and increase programs

toward enhancing their ability to compete with majority campuses. Marginal funding has been earmarked for HPBCs to enhance and develop academic and remedial programs, renovate facilities, and recruit faculty members. Furthermore, program duplication between HPBCs and nearby majority institutions is being eliminated, and fund allocations for academic and community development are being watched to ensure more equal distribution.

The "Adams" mandate remains controversial. While some believe that desegregation will have an adverse impact on HPBCs, others maintain that these institutions will be strengthened as a result of increased enrollments.

In Lawyers V. Educators: Black Colleges and Desegregation in Public Higher Education (1982), Jean L. Preer discusses the two sides of the controversy. One opinion says that desegregation--which simply focuses on "eliminating racial identity"--would be detrimental to the "educational opportunity" of black students and the future of HPBCs. Others argue that if desegregation concentrates on "expanding access" for black students to quality higher education within state systems, the results could be "better opportunities for individual students, a more rational distribution of systemwide resources and the institutional development of black public colleges."(15)

As part of the AASCU/NASULGC enrollment survey, interviews were conducted with the presidents of some HPBCs. Those campus chief executives agreed that current higher education desegregation policies will benefit their institutions in the long run. They pointed out that programs intended to improve academic integrity and quality, general institutional enhancement, and integration will make HPBCs more attractive to a wider range of students.(14)

o **Competition**--In the aftermath of the "Adams" mandate--and civil rights and affirmative action legislation--many public and private majority institutions have stepped up recruitment of the most "outstanding black students" by offering various incentives, including scholarships and other forms of financial aid.(12)

The percentage of black students attending HPBCs has dropped since the 1970's, while the number of black students at majority institutions has increased steadily.(16) A 1980 report by the Atlanta-based Southern Education Foundation zeroed in on black enrollment trends in the "Adams" states and revealed a decrease in black enrollments at predominantly black four-year colleges and an increase in black enrollments at majority campuses. These results raised the question of whether "gains of the latter came at the expense of the former."(13)

Yet, these institutions continue to account for a substantial portion of black college graduates in various disciplines. For example, predominantly black colleges accounted for 34 percent of all undergraduate degrees awarded to blacks in 1980-81; they accounted for 40 percent of all degrees earned by blacks in agriculture, computer science, biology, mathematics, physical sciences, and social sciences.(18)

o **Increased Admissions Requirements**--Many HPBCs have eliminated open admissions policies and established admissions requirements for full-time students. Some students, who do not qualify for full-time enrollment, attend these institutions on a part-time basis.(14)

Programs have been launched in some states to better prepare these students for college. But HPBC presidents, interviewed for this report, are concerned that with enactment of the Gramm-Rudman-Hollings Act--which is triggering federal spending cutbacks in a move to balance the U.S. budget by 1991--remedial programs to aid prospective college students may be jeopardized.

o Black Family Income--A 1984 Urban Institute report revealed that the disposable income of black families declined 2.9 percent between 1980 and 1984, while the disposable income of white families climbed 3.1 percent, as measured in 1982 dollars.**(17)** At the same time, college and university tuitions were climbing steadily.

Shrinking incomes and college cost increases--coupled to federal student aid cutbacks--could have a substantial effect on HPBCs.

Students attending HPBCs tend to come from less-affluent, socio-economic backgrounds.**(14,16)** According to data on 1985 first-time, full-time freshmen (CIRP), the lowest self-reported parental income levels were found at predominantly black colleges (52.9 percent were below $15,000 and only 9.8 percent were above $50,000).**(8)** Consequently, student charges at HPBCs contribute less to institutional revenues, while these institutions spend more proportionally for "student scholarships and services" than majority institutions.**(16)**

o Student Aid--Federal student financial aid programs are vital to students and institutions.**(16)** Some HPBC presidents believe their students will be hardest hit by proposed cutbacks in these assistance programs. These chief executives observe that without adequate student assistance programs, HPBCs could lose many students who otherwise do not have adequate resources to attend college.

Furthermore, these educators point out that as less federal grant dollars are provided--and students become increasingly reliant on loan programs--many financially disadvantaged students will be intimidated as they eye large amounts of indebtedness.

However, other HPBC presidents explain that because most of their students are in the "high need" category, they will not be affected as much by aid cutbacks as middle-class students.

One president of a HPBC noted that spending curbs for social programs will have a greater financial impact on his students than student aid cuts. As these programs are cut, he explained, many students will be obliged to work to help support their families, rather than attend college.**(14)**

o Academic Quality--"The future depends on the quality and competence of the institution," the president of a HPBC said. "HPBCs that lose, lose for the same reasons as other institutions."

Other HPBC presidents believe that the success of these institutions in integrating and attracting a more diverse group of students will be important.**(14)**

A HPBC president, in an interview for this report, called for "greater

sensitivity" from the government and courts to "address the problems and needs of HPBCs," adding that more concentration is needed in "improving vitality and meeting the needs of a changing society without sacrificing the main purpose [of HPBCs] to educate blacks."(14)

CONCLUSION: CHANGES IN MISSION REQUIRED?

This report has highlighted the much-discussed trends of aging students, labor market shifts, demographic patterns, and changes in the academic preparation of college-eligible students--and the potential effect of these trends on enrollments in four-year, publicly assisted colleges and universities.

Contrary to predictions made in the past three years, these institutions as a whole are doing well and maintaining their student populations--although those populations are changing: the average age of students is older, the minority/majority mix of students has changed, the academic preparation of students is improved, and the purpose of many students in attending college has been redirected by an interest in professional attainment immediately after graduation.

College and university presidents are closely following changes at the federal, state, and local levels to assess the needs of their constituencies. They are looking at the balance between service and duplication of programs and at sharpening the focus of their institutions' missions. Some of the results of these deliberations have been increased economic development activity, substantial recruitment efforts to increase the propensity of first generation students to enter college, attractive financing packages to encourage attendance of more out-of-state and academically gifted students, and the development of interdisciplinary programs in business and health to serve the changing structure of industry and health care in the nation.

The outlook for these institutions may be cautiously optimistic if respect for the value of higher education is sustained within various student populations. Especially important, too, is the combination of private, state, and federal support that undergirds the diversity and opportunity these institutions offer to a variety of participants.

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APPENDIX A: AASCU RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Alabama			
Livingston University	1,217	268	1,485
University of North Alabama	3,748	1,423	5,171
University of Montevallo	1,834	735	2,569
Alabama State University	3,144	469	3,613
Jacksonville State University	4,975	2,045	7,020
University of South Alabama	6,494	2,824	9,318
Troy State University	3,272	290	3,562
Alaska			
University of Alaska, Anchorage	1,996	2,386	4,382
Arizona			
Northern Arizona University	8,657	3,958	12,615
Arkansas			
Southern Arkansas University	1,622	372	1,994
University of Arkansas at Little Rock	5,272	4,876	10,148
Arkansas State University	6,117	2,329	8,446
University of Central Arkansas	5,293	1,162	6,455
University of Arkansas at Monticello	1,484	301	1,785
Henderson State University	2,169	785	2,954
Arkansas Tech University	2,480	891	3,371
California			
Cal Polytechnic State U, San Luis Obispo	13,628	2,502	16,130
California Polytechnic State U, Pomona	12,025	5,182	17,207
California State College, Bakersfield	1,994	1,758	3,752
California State University, Stanislaus	2,447	1,820	4,267
California State University, Fresno	12,366	4,555	16,921
California State University, Los Angeles	10,111	10,569	20,680
California State University, Northridge	16,843	11,950	28,793
Humboldt State University	6,220	1,085	7,305
San Francisco State University	13,549	10,022	23,571
California State University, Long Beach	19,094	13,425	32,519
California State University, Chico	12,118	2,559	14,677
California State University, Hayward	7,194	4,961	12,155
San Diego State University	21,756	12,566	34,322
California State U, Dominguez Hills	4,842	2,809	7,651
California Maritime Academy	423	0	423

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX A: AASCU RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
California State U, San Bernardino	3,789	2,717	6,506
Colorado			
University of Northern Colorado	7,621	1,419	9,040
Mesa College	2,591	849	3,440
University of Southern Colorado	3,412	723	4,135
Fort Lewis College	3,355	416	3,771
Western State College of Colorado	2,014	340	2,354
University of Colorado, Colorado Springs	2,660	2,935	5,595
Metropolitan State College	6,900	7,714	14,614
Adams State College	1,554	326	1,880
Connecticut			
Central Connecticut State University	6,865	6,503	13,368
Southern Connecticut State University	6,376	4,586	10,962
Western Connecticut State University	3,065	2,985	6,050
Eastern Connecticut State University	2,500	1,422	3,922
District of Columbia			
University of the District of Columbia	4,477	7,603	12,080
Florida			
University of North Florida	1,994	4,539	6,533
University of Central Florida	8,386	7,986	16,372
Florida A & M University	4,642	967	5,609
Florida Atlantic University	3,708	6,448	10,156
University of West Florida	2,729	3,386	6,115
University of South Florida	14,296	13,719	28,015
Florida International University	6,208	10,331	16,539
Georgia			
Georgia State University	9,366	12,246	21,612
Columbus College	2,265	1,553	3,818
Savannah State College	1,566	516	2,082
Southern Technical Institute	2,216	1,360	3,576
Albany State College	1,492	419	1,911
Valdosta State College	4,608	1,906	6,514
Georgia College	2,423	1,517	3,940
West Georgia College	3,575	2,405	5,980
Georgia Southwestern College	1,636	601	2,237
North Georgia College	1,700	323	2,023

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX A: AASCU RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Augusta College	2,061	1,835	3,896
Armstrong State College	1,593	1,154	2,747
Guam			
University of Guam	1,815	954	2,769
Hawaii			
West Oahu College	175	268	443
University of Hawaii at Hilo	2,288	908	3,196
Idaho			
Boise State University	5,639	4,559	10,198
Idaho State University	4,580	2,413	6,993
Illinois			
Sangamon State University	913	2,323	3,236
Chicago State University	3,709	3,618	7,327
Illinois State University	17,051	4,127	21,178
Southern Illinois U, Edwardsville	6,385	4,369	10,754
Governors State University	732	4,594	5,326
Western Illinois University	8,788	3,057	11,845
Northern Illinois University	17,132	7,179	24,311
Northeastern Illinois University	4,300	5,781	10,081
Southern Illinois University, Carbondale	18,014	4,539	22,553
Indiana			
Indiana University - East	339	978	1,317
Indiana State University	8,562	2,929	11,491
Ball State University	14,071	3,793	17,864
Indiana University at Kokomo	637	1,933	2,570
University of Southern Indiana	2,420	1,605	4,025
Iowa			
University of Northern Iowa	8,773	3,377	12,150
Kansas			
Wichita State University	7,320	9,582	16,902
Pittsburg State University	3,407	1,689	5,096
Emporia State University	3,554	1,790	5,344

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX A: AASCU RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Fort Hays State University	3,403	2,254	5,657
Kentucky			
Eastern Kentucky University	9,752	2,477	12,229
Morehead State University	4,119	1,556	5,675
Western Kentucky University	8,110	3,149	11,259
Northern Kentucky University	4,624	4,073	8,697
Kentucky State University	1,118	894	2,012
Louisiana			
McNeese State University	5,692	2,132	7,824
Louisiana State University in Shreveport	2,286	2,258	4,544
Northwestern State University of Louisiana	2,991	2,625	5,616
Nicholls State University	5,451	2,073	7,524
Northeast Louisiana University	8,564	2,686	11,250
Grambling State University	4,375	517	4,892
Louisiana Tech University	8,506	2,074	10,580
Southeastern Louisiana University	6,821	2,030	8,851
University of Southwestern Louisiana	12,422	3,853	16,275
Maine			
University of Maine, Augusta	620	2,557	3,177
University of Maine, Fort Kent	285	322	607
University of Southern Maine	4,424	4,415	8,839
University of Maine, Presque Isle	664	621	1,285
University of Maine, Machias	447	389	836
Maine Maritime Academy	555	17	572
Maryland			
Morgan State University	3,104	803	3,907
Bowie State College	1,343	1,181	2,524
University of Maryland, Baltimore County	6,052	2,396	8,448
Frostburg State College	2,856	859	3,715
Towson State University	9,443	5,544	14,987
Coppin State College	1,644	711	2,355
Salisbury State College	3,221	1,286	4,507
Massachusetts			
Westfield State College	3,007	2,157	5,164
University of Lowell	10,273	4,953	15,226
Fitchburg State College	3,718	2,643	6,361

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX A: AASCU RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Salem State College	5,432	3,546	8,978
Worcester State College	3,088	716	3,804
Michigan			
Ferris State College	9,889	1,020	10,909
Saginaw Valley State College	2,277	2,659	4,936
Lake Superior State College	2,213	479	2,692
Oakland University	6,984	5,602	12,586
Central Michigan University	14,031	3,039	17,070
Eastern Michigan University	11,376	8,790	20,166
Northern Michigan University	5,392	2,242	7,637
Grand Valley State College	4,556	3,111	7,667
Western Michigan University	13,629	7,334	20,963
Minnesota			
St. Cloud State University	10,348	1,866	12,214
Winona State University	3,955	1,364	5,319
Moorhead State University	5,590	413	6,003
Southwest State University	1,650	771	2,421
Metropolitan State University	525	3,367	3,892
Bemidji State University	3,435	760	4,195
Mankato State University	10,356	3,928	14,284
Mississippi			
University of Southern Mississippi	9,319	3,672	12,991
Mississippi University for Women	1,434	1,031	2,465
Delta State University	2,466	918	3,384
Jackson State University	5,250	1,175	6,425
Missouri			
Northeast Missouri State University	5,723	1,143	6,866
Central Missouri State University	7,392	1,429	8,821
Missouri Southern State College	2,638	1,845	4,529
Missouri Western State College	2,711	1,281	3,992
Southwest Missouri State University	10,694	4,817	15,511
Northwest Missouri State University	4,094	902	4,996
University of Missouri, St. Louis	5,250	5,832	11,082
Harris-Stowe State College	568	751	1,319
Montana			
Eastern Montana College	2,815	1,358	4,173

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX A: AASCU RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
MT College Mineral Science & Technology	1,401	530	1,931
Western Montana College	700	251	951
Northern Montana College	1,323	406	1,729
Nebraska			
Wayne State College	1,974	735	2,709
Chadron State College	1,367	802	2,169
University of Nebraska, Omaha	6,473	7,316	13,789
Peru State College	874	438	1,312
Kearney State College	5,412	3,313	8,725
Nevada			
University of Nevada, Las Vegas	5,709	3,693	9,402
New Hampshire			
Plymouth State College	2,911	684	3,595
Keene State College	2,643	1,016	3,659
New Jersey			
New Jersey Institute of Technology	3,915	3,497	7,412
Ramapo College of New Jersey	2,249	1,709	3,958
Glassboro State College	5,109	3,327	8,436
Trenton State College	5,136	3,516	8,652
William Paterson College of New Jersey	5,450	3,910	9,360
Stockton State College	3,777	1,049	4,826
Montclair State College	7,457	6,459	13,916
Thomas A. Edison State College	0	5,034	5,034
New Mexico			
Eastern New Mexico University	2,772	928	3,700
New Mexico Highlands University	1,577	505	2,082
Western New Mexico University	1,082	603	1,685
New York			
State University College at Cortland	5,398	908	6,306
State University College at Old Westbury	2,485	1,104	3,589
State University College at Purchase	2,149	1,713	3,862
State University College at Fredonia	4,106	725	4,831
Fashion Institute of Technology	4,070	6,854	10,924
City Univ of New York, Queens College	8,681	7,146	15,827

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX A: AASCU RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
State Univ College of Tech at Utica/Rome	1,256	1,171	2,427
Empire State College	1,023	4,609	5,632
State University College at Oneonta	5,160	580	5,740
City U of New York, Herbert Lehman Coll	4,982	4,664	9,646
State University College at New Paltz	4,478	3,096	7,574
City Univ of New York, Brooklyn College	7,621	6,805	14,426
State University College at Buffalo	8,400	3,200	11,600
State University College at Potsdam	3,605	664	4,269
State University College at Brockport	4,870	2,560	7,430
State University College at Geneseo	5,038	395	5,433
City U of New York, Coll of Staten Island	5,120	5,704	10,824
State University College at Plattsburgh	5,222	935	6,157
North Carolina			
U of North Carolina School of the Arts	472	17	489
Western Carolina University	4,553	1,382	5,935
University of North Carolina, Wilmington	4,615	1,163	5,778
North Carolina A & T State University	4,690	931	5,621
Winston-Salem State University	1,981	444	2,425
University of North Carolina, Greensboro	6,882	3,268	10,150
University of North Carolina, Asheville	1,538	1,147	2,685
East Carolina University	11,439	2,678	14,117
Appalachian State University	8,486	1,274	9,760
North Dakota			
Valley City State College	906	182	1,088
Dickinson State College	1,112	165	1,277
Mayville State College	634	96	730
Ohio			
Central State University	2,113	567	2,680
Wright State University	9,640	6,365	16,005
Bowling Green State University	15,241	2,450	17,691
University of Akron	15,007	11,018	26,025
University of Toledo	12,725	8,512	21,237
Kent State University	14,543	5,636	20,179
Cleveland State University	8,863	8,677	17,540
Youngstown State University	9,626	5,401	15,027
Oklahoma			
Southwestern Oklahoma State University	3,784	1,505	5,289
Northeastern Oklahoma State University	5,419	2,559	7,978

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX A: AASCU RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Univ of Science and Arts of Oklahoma	717	599	1,316
Southeastern Oklahoma State University	3,086	1,019	4,105
East Central University	3,110	1,167	4,277
Central State University	6,662	6,555	13,217
Northwestern Oklahoma State University	1,268	638	1,906
Oregon			
Western Oregon State College	2,496	536	3,032
Eastern Oregon State College	1,413	268	1,681
Oregon Institute of Technology	2,227	586	2,813
Southern Oregon State College	3,221	1,372	4,593
Portland State University	7,707	7,061	14,768
Pennsylvania			
Lincoln University	1,158	22	1,180
California University of Pennsylvania	4,045	1,116	5,161
West Chester University of Pennsylvania	7,065	2,888	9,953
East Stroudsburg U of Pennsylvania	3,512	711	4,223
Slippery Rock University of Pennsylvania	5,406	1,090	6,496
Indiana University of Pennsylvania	11,096	1,842	12,938
Mansfield University of Pennsylvania	2,329	539	2,868
Bloomsburg University of Pennsylvania	5,241	1,198	6,439
Edinboro University of Pennsylvania	4,729	1,054	5,783
Shippensburg University of Pennsylvania	4,964	1,255	6,219
Millersville University of Pennsylvania	4,881	1,747	6,628
Cheyney University of Pennsylvania	1,100	310	1,410
Clarion University of Pennsylvania	4,905	1,166	6,071
Lockhaven University of Pennsylvania	2,520	162	2,682
Kutztown University of Pennsylvania	5,037	1,215	6,252
Puerto Rico			
U of Puerto Rico, Humacao U College	2,126	469	2,595
Rhode Island			
Rhode Island College	4,578	3,972	8,550
South Carolina			
Lander College	1,876	449	2,325
Francis Marion College	2,463	971	3,434
University of South Carolina at Aiken	1,225	846	2,071
College of Charleston	3,770	1,488	5,258

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX A: AASCU RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Univ of South Carolina at Spartanburg	1,718	1,217	2,935
Coastal Carolina College of the U of SC	2,005	918	2,923
Winthrop College	3,803	1,131	4,934
South Dakota			
South Dakota Schl of Mines & Technology	1,703	557	2,260
Dakota State College	677	190	867
Northern State College	2,040	778	2,818
Tennessee			
Tennessee Technological University	6,202	1,478	7,680
Middle Tennessee State University	8,600	2,693	11,293
East Tennessee State University	7,100	2,713	9,813
Memphis State University	11,819	8,930	20,749
University of Tennessee at Chattanooga	4,861	2,703	7,564
Austin Peay State University	3,392	1,664	5,056
University of Tennessee at Martin	4,156	897	5,053
Texas			
University of Houston - Clear Lake	1,692	4,841	6,533
University of Texas at Dallas	2,082	5,095	7,177
Texas A & I University	3,481	1,636	5,117
Corpus Christi State University	1,126	2,618	3,744
North Texas State University	12,827	8,383	21,210
Angelo State University	4,150	1,731	5,881
Midwestern State University	2,490	2,192	4,682
Southwest Texas State University	15,007	4,272	19,279
East Texas State University	3,687	3,180	6,867
East Texas State University at Texarkana	281	886	1,167
Pan American University	4,985	4,472	9,457
Sam Houston State University	7,446	2,899	10,345
Laredo State University	324	542	866
University of Texas at Tyler	1,339	2,295	3,634
University of Texas at San Antonio	8,267	3,870	12,137
University of Houston - Downtown	2,973	4,238	7,211
Lamar University	8,439	5,972	14,411
Stephen F. Austin State University	10,080	2,355	12,435
Texas A & M University at Galveston	556	61	617
Utah			
Weber State College	6,485	4,632	11,117
Southern Utah State College	2,134	450	2,584

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX A: AASCU RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Vermont			
Lyndon State College	835	201	1,036
Johnson State College	848	268	1,116
Castleton State College	1,385	613	1,998
Virginia			
George Mason University	8,556	8,538	17,094
Mary Washington College	2,479	696	3,175
James Madison University	8,459	1,683	10,142
Old Dominion University	9,787	5,696	15,483
Clinch Valley College	727	526	1,253
Christopher Newport College	1,921	2,231	4,152
Norfolk State University	5,899	1,286	7,185
College of William and Mary	5,804	872	6,676
Radford University	5,934	1,066	7,000
Washington			
Central Washington University	5,858	1,135	6,993
Western Washington University	8,414	786	9,200
Eastern Washington University	7,061	1,041	8,102
West Virginia			
West Virginia Institute of Technology	2,337	554	2,891
Fairmont State College	3,450	1,544	4,994
Concord College	1,812	543	2,355
Bluefield State College	1,216	1,185	2,401
West Virginia State College	2,169	2,296	4,465
Marshall University	6,945	4,405	11,350
West Liberty State College	2,083	404	2,487
Shepherd College	2,046	1,731	3,777
Glenville State College	1,084	696	1,780
West Virginia College of Graduate Studies	95	2,673	2,768
Wisconsin			
University of Wisconsin - River Falls	4,439	845	5,284
University of Wisconsin - Superior	1,542	635	2,177
University of Wisconsin - Platteville	4,835	601	5,436
University of Wisconsin - Parkside	2,889	2,293	5,182
University of Wisconsin - Green Bay	3,163	1,899	5,062
University of Wisconsin - Eau Claire	9,458	1,474	10,932
University of Wisconsin - Stout	6,989	741	7,730

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX A: AASCU RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
University of Wisconsin - Stevens Point	7,835	1,695	9,530
University of Wisconsin Centers	5,743	4,333	10,076

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX B: NASULGC RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Alabama			
University of Alabama, Birmingham	7,727	5,784	13,511
Tuskegee University	3,165	135	3,300
Auburn University, Auburn	16,583	2,473	19,056
Alaska			
University of Alaska, Fairbanks	3,226	1,367	4,593
Arizona			
University of Arizona	22,695	8,169	30,864
Arizona State University	25,649	14,907	40,556
Arkansas			
University of Arkansas, Fayetteville	11,456	2,317	13,773
University of Arkansas at Pine Bluff	2,774	491	3,265
California			
University of California, San Diego	14,116	735	14,851
University of California, Riverside	4,721	455	5,176
University of California, Irvine	12,611	956	13,567
University of California, Berkeley	27,906	3,576	31,482
Colorado			
Colorado State University	16,005	2,079	18,084
Connecticut			
University of Connecticut	16,220	6,843	23,063
Delaware			
Delaware State College	1,632	658	2,290
University of Delaware	14,063	4,095	18,162
District of Columbia			
University of the District of Columbia	4,477	7,603	12,080

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX B: NASULGC RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Florida			
Florida State University	16,830	4,872	21,702
University of South Florida	14,296	13,719	28,015
University of Florida	29,832	5,502	35,334
Georgia			
University of Georgia	21,372	4,034	25,406
Georgia Institute of Technology	9,949	1,129	11,078
Fort Valley State College	1,645	320	1,965
Guam			
University of Guam	1,815	954	2,769
Hawaii			
University of Hawaii, Manoa	13,897	5,727	19,624
Idaho			
University of Idaho	6,485	2,363	8,848
Illinois			
University of Illinois, Chicago	18,515	6,366	24,881
Southern Illinois University, Carbondale	18,014	4,539	22,553
University of Illinois, Urbana-Champaign	32,859	3,138	35,997
Indiana			
Purdue University, West Lafayette	28,214	4,608	32,822
Indiana University, Bloomington	27,585	5,231	32,816
Iowa			
University of Iowa	23,150	7,461	30,611
Iowa State University	23,263	3,919	27,182
Kansas			
Kansas State University	13,953	3,617	17,570
University of Kansas	19,001	5,773	24,774

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX B: NASULGC RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Kentucky			
Kentucky State University	1,118	894	2,012
University of Kentucky	15,775	4,666	20,441
University of Louisville	11,430	8,599	20,029
Louisiana			
Southern University-A&M-Main Campus	8,027	1,759	9,786
Louisiana State University, Baton Rouge	23,528	5,451	28,979
Maine			
University of Maine, Orono	8,731	2,359	11,090
Maryland			
University of Maryland, Eastern Shore	1,170	208	1,378
Massachusetts			
Massachusetts Institute of Technology	9,243	544	9,787
University of Massachusetts, Amherst	22,095	5,757	27,852
University of Massachusetts, Boston	6,831	5,716	12,547
Michigan			
University of Michigan	30,458	3,998	34,456
Wayne State University	14,282	14,142	28,424
Michigan State University	34,504	8,242	42,746
Minnesota			
University of Minnesota, Twin Cities	35,326	27,741	63,067
Mississippi			
University of Mississippi	7,865	1,139	9,004
Mississippi State University	7,263	4,400	11,663
Missouri			
University of Missouri, Rolla	4,927	1,517	6,444
Lincoln University	1,987	1,334	3,321
University of Missouri, Kansas City	6,101	6,744	12,845
University of Missouri, Columbia	19,304	3,742	23,047

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX B: NASULGC RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Montana			
Montana State University	9,526	1,184	10,710
University of Montana	6,875	2,114	8,989
Nebraska			
University of Nebraska, Lincoln	18,590	5,430	24,020
Nevada			
University of Nevada, Reno	5,330	3,951	9,281
New Hampshire			
University of New Hampshire	9,654	2,466	12,120
New Jersey			
Rutgers, The State U of New Jersey	24,144	9,378	33,522
New Mexico			
New Mexico State University	9,952	2,886	12,838
University of New Mexico	14,208	10,702	24,910
New York			
State University of New York, Albany	11,782	4,114	15,896
State U of New York, Stony Brook	11,560	2,820	14,380
State University of New York, Buffalo	16,350	6,555	22,905
State University of New York, Binghamton	9,320	2,855	12,175
Cornell University-Statutory	6,744	1,295	8,039
North Carolina			
U of North Carolina, Chapel Hill	18,523	3,498	22,021
North Carolina A & T State University	4,690	931	5,621
North Carolina State University	16,840	7,183	24,023
North Dakota			
North Dakota State University	7,766	1,647	9,413
University of North Dakota	9,017	1,903	10,920

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX B: NASULGC RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Ohio			
Miami University	14,272	1,190	15,462
Kent State University	14,543	5,636	20,179
Ohio University	13,865	1,352	15,217
University of Cincinnati	20,073	14,593	34,666
Bowling Green State University	15,241	2,450	17,691
Oklahoma			
Langston University	1,170	860	2,030
Oklahoma State University	17,664	3,715	21,379
Oregon			
Oregon State University	13,955	1,262	15,217
Pennsylvania			
University of Pittsburgh, Pittsburgh	17,805	10,905	28,710
Pennsylvania State University	31,230	3,798	35,028
Temple University	19,178	11,099	30,277
Rhode Island			
University of Rhode Island	9,499	4,736	14,235
South Carolina			
University of South Carolina, Columbia	15,628	7,372	23,000
South Carolina State College	3,361	803	4,164
Clemson University	10,970	1,923	12,893
South Dakota			
South Dakota State University	5,849	1,990	7,839
University of South Dakota	4,712	1,951	6,663
Tennessee			
University of Tennessee	18,948	6,449	25,397
Tennessee State University	3,591	3,409	7,000

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX B: NASULGC RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTION	FULL-TIME	PART-TIME	GRAND TOTAL
Texas			
Prairie View A & M University	3,656	959	4,615
Texas Tech University	18,872	4,660	23,532
University of Houston - University Park	15,823	14,121	29,944
University of Texas, Austin	41,169	6,669	47,838
Utah			
Utah State University	7,818	3,986	11,804
University of Utah	15,154	9,616	24,770
Vermont			
University of Vermont	8,321	2,742	11,063
Virginia			
Virginia Polytechnic Institute & State U	20,735	3,458	24,193
University of Virginia	15,984	1,433	17,417
Virginia Commonwealth University	11,719	7,837	19,556
Washington			
University of Washington	27,033	7,053	34,086
Washington State University	14,966	1,173	16,139
West Virginia			
West Virginia University	14,543	3,488	18,031
Wisconsin			
University of Wisconsin - Madison	37,707	7,343	45,050
University of Wisconsin - Milwaukee	15,000	11,213	26,213
Wyoming			
University of Wyoming	8,279	1,844	10,123

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX C: NONMEMBER RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTIONS	FULL-TIME	PART-TIME	GRAND TOTAL
Alabama			
Athens State College	528	864	1,392
Troy State University, Montgomery	492	1,509	2,001
Arkansas			
Southern Arkansas Technical	290	423	713
Univ of Arkansas College of Medicine	534	0	534
California			
Univ of California Hastings Law College	1,491	11	1,502
San Jose State University	15,035	10,444	25,479
Consortium California State University	0	2,196	2,196
University of California, Santa Cruz	6,982	634	7,616
Naval Postgraduate School	1,769	0	1,769
Colorado			
United States Air Force Academy	4,575	0	4,575
Univ of Colorado Health Science Center	1,307	168	1,475
Colorado School of Mines	2,353	405	2,758
Connecticut			
Charter Oak College	0	595	595
United States Coast Guard Academy	737	0	737
District of Columbia			
Defense Intelligence College	108	505	613
Georgia			
Medical College of Georgia	1,752	121	1,873
Indiana			
Indiana University - South Bend	1,594	3,991	5,585
Indiana University - Southeast	1,887	2,580	4,467
Purdue Univ - North Central Campus	807	1,923	2,730
Purdue University at Fort Wayne	3,742	6,592	10,334
Indiana University - Northwest	1,829	2,749	4,578
Purdue University at Indianapolis	9,589	13,841	23,430

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX C: NONMEMBER RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTIONS	FULL-TIME	PART-TIME	GRAND TOTAL
Maryland			
St. Mary's College	1,157	269	1,426
Uniformed Services U, Health Sciences	736	0	736
Univ of Maryland University College	1,046	11,466	12,512
University of Maryland, Baltimore	3,567	1,054	4,621
United States Naval Academy	4,603	0	4,603
Massachusetts			
Univ of Massachusetts Medical School	475	16	491
Michigan			
University of Michigan, Dearborn	3,347	4,109	7,456
University of Michigan, Flint	2,575	3,097	5,672
Michigan Technological University	5,958	579	6,537
Minnesota			
University of Minnesota, Morris	1,577	222	1,799
University of Minnesota, Duluth	6,610	5,686	12,296
Mississippi			
University of Mississipi Medical Center	1,592	46	1,638
Nebraska			
University of Nebraska Medical Center	1,858	496	2,354
New Jersey			
Univ of Medical & Dental Medicine	2,007	155	2,162
Rutgers University, Newark	5,020	4,380	9,400
New Mexico			
New Mexico Institute of Mining	1,007	250	1,257
New York			
City Univ of New York, Bernard Baruch	8,569	7,184	15,753
United States Military Academy	4,523	0	4,563
State U New York Health Ctr, Stony Brook	1,283	312	1,595
State U New York Health Sci Ctr, Buffalo	2,265	713	2,978

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX C: NONMEMBER RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTIONS	FULL-TIME	PART-TIME	GRAND TOTAL
City Univ New York, Hunter College	9,168	9,438	18,606
New York State Ceramics, Alfred Univ	763	35	798
State Univ of New York, Maritime College	814	114	928
State Univ New York, Coll of Optometry	236	0	236
SUNY Environmental Science & Forestry	1,031	344	1,375
State Univ New York, Upstate Medical Ctr	855	45	900
Univ State of New York, Regents College	0	16,922	16,922
State University College at Oswego	6,438	1,417	7,855
State U New York, Downstate Medical Ctr	1,244	100	1,344
Ohio			
Ohio University - Belmont County Branch	365	515	880
Ohio State University - Lima Campus	757	321	1,078
Medical College of Ohio, Toledo	644	99	743
Northeastern Ohio Medical College	405	1	406
Oklahoma			
Cameron University	2,693	2,021	4,714
Pennsylvania			
PA State Univ Hershey Medical Center	453	267	720
Puerto Rico			
Puerto Rico Conservatory of Music	173	78	251
Univ of Puerto Rico Medical Sciences	634	0	634
Tennessee			
Univ of Tennessee, Ctr Health Science	1,707	93	1,800
Texas			
Univ Texas Health Sci Ctr, San Antonio	1,918	283	2,201
Texas Tech Health Science Center	672	37	709
Univ of Texas Health Science Ctr, Dallas	1,254	186	1,440
Tarleton State University	3,646	981	4,627
Univ of Texas Health Sci Ctr, Houston	2,118	556	2,674
University of Texas at El Paso	8,564	5,546	14,110
Texas College of Osteopathic Medicine	382	0	382
Univ of Texas Medical Branch, Galveston	1,453	183	1,636

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX C: NONMEMBER RESPONDENTS, FALL 1985 DATA

Total Full-Time, Total Part-Time and Grand Total

INSTITUTIONS	FULL-TIME	PART-TIME	GRAND TOTAL
Virginia			
Virginia Military Institute	1,273	0	1,273
West Virginia			
West Virginia Coll Osteopathic Medicine	236	0	236

NOTE: Institutions reported this data, responding to a request for early fall enrollment figures.

APPENDIX D: States in Each Regional Category

New England	Connecticut, Maine, Massachusetts New Hampshire, Rhode Island, Vermont
Mid East	Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
Great Lakes	Illinois, Indiana, Michigan, Ohio, Wisconsin
Plains	Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Southeast	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Southwest	Arizona, New Mexico, Oklahoma, Texas
Rocky Mountains	Colorado, Idaho, Montana, Utah, Wyoming
Far West	Alaska, California, Hawaii, Nevada, Oregon, Washington
Outlying Areas	Puerto Rico, Guam, Virgin Islands, American Samoa, Canal Zone, Micronesia